

# YORK COUNTY SCHOOL DIVISION

## Plan for the Education of the Gifted

2012-2017

<b>LEA#</b>	<b>098</b>		
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## Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

York County School Division

General Information regarding the Gifted Program in York County School Division

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K - 12
Specific Academic Aptitude (SAA) - Choose an item.	Insert grades
Career and Technical Aptitude (CTA)	Insert grades
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Insert grades

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

**Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)**

**A. Division Statement of Philosophy for the Education of Gifted Students**

The York County School Division is committed to a rigorous and innovative instructional program that fosters the highest level of excellence and recognizes the right of each student to receive intellectual challenge appropriate for his/her capabilities. The Division provides differentiated instructional services for intellectually gifted students from a variety of social, economic, and cultural backgrounds. These programs, designed to meet the academic, social, and emotional needs of gifted learners from kindergarten through grade 12, allow students to develop more fully and appreciate their abilities and talents. In addition, these programs encourage students to make meaningful contributions to society.

**B. Division Operational Definition of Giftedness**

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

Students in the York County School Division who are identified as gifted in general intellectual aptitude are designated as such by their demonstrated accomplishments which provide evidence that they require differentiated instruction to meet their educational needs. Gifted students generally score at the 95% percentile or above on standardized ability and achievement tests, receive supportive ratings on teacher and parent questionnaires, and perform above grade level when compared to their same-aged peers across a broad range of disciplines. These students require curriculum and instruction modified to accommodate their exceptional academic abilities.

**Part II: Program Goals and Objectives** (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**A. Identification:** Implement consistent identification and screening procedures for students in grades K-12

- Develop a screening tool for K-12 teachers to use annually
- Review and update referral forms and procedures for grades K-7 to include research-based best practice standards
- Establish clear identification procedures for students in grades 8-12
- Maintain accurate database of identified gifted students in grades K-12

**B. Delivery of Services:** Evaluate and increase services offered to gifted students in grades K-12 that reflect research-based best practice standards

- Evaluate and improve the use of cluster grouping for identified gifted students in grades K-12
- Provide services for gifted students in grades 8-12
- Explore and pilot the use of collaborative consultation for cluster groups of identified gifted students in grades K-7
- Implement activities that address the affective needs of gifted students

**C. Curriculum and Instruction:** Continue to develop K-12 curriculum that is differentiated for advanced learners and is commensurate with students' demonstrated academic abilities

- Develop differentiated lessons and activities for gifted students in grades 8-12
- Update gifted education curriculum for K-7 pull-out resource program
- Create online repository for resources K-12 teachers can use to differentiate lessons and measure student growth

**D. Professional Development:** Provide professional development opportunities on identifying gifted students and differentiating curriculum for gifted students

- Design and implement training related to gifted identification and differentiation for gifted students for general education teachers, especially for those who serve as teachers of clustered gifted students
- Design and implement training related to gifted identification for gifted contacts
- Educate gifted education staff on current trends in the field
- Enhance the collegial nature between gifted and general education staffs

**E. Equitable Representation of Students:** Evaluate identification process to ensure students who are referred in grades K-12 mirror the demographic composition of the school division; specifically students' gender, ethnicity, and socio-economic status, as well as students who are twice-exceptional or who speak English as a second language.

- Examine subgroup data to determine specific needs related to equitable placement of all students
- Increase recruitment and placement of underrepresented populations
- Consider alternative assessment tools, procedures, and/or methods to increase equitable representation from a variety of backgrounds

**F. Parent and Community Involvement:** Increase parental awareness of the needs of gifted students and involve the community in providing opportunities to meet those needs

- Use available resources to communicate to parents and community regarding opportunities available to gifted students
- Partner with local colleges and universities to develop relationships for mentoring and shared resources
- Establish ways to make GEAC a more active part of the gifted education program

**Part III: Screening, Referral, Identification, and Service Procedures**

**A. Screening Procedures (8VAC20-40-60A.3)**

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

Screening Procedures for General Intellectual Aptitude

School administrators and teachers identify potential candidates on a quarterly basis for the gifted program through a screening process. Particular attention is paid to under-represented populations.

Screening options include the following:

- Review of grades 2 and 5 Stanford Achievement Test results
- Review of records as students transfer into the York County School Division
- Review of student academic performance in the classroom
- Observations and checklists of student behaviors

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### **B. Referral Procedures (8VAC20-40-60A.3)**

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

#### **Referral procedures for General Intellectual Aptitude**

The Division creates a pool of potential gifted students in grades K-12 through a referral process that permits school personnel, parents, legal guardians, community members, peers, and students themselves to initiate gifted education referrals. Referral forms are available in the principal or designee's office of each Division school. Also, each school principal/designee regularly reviews available student performance data for potential candidates. Once a referral is received by the principal/designee, he/she compiles available data to create a profile of the referred student. The completed referral is then forwarded to the Gifted Education Coordinator who arranges additional assessment of the referred student if necessary. The referral and pertinent test data are submitted to the school division Gifted Education Identification/Placement Committee. This committee bases its eligibility determination on multiple criteria that include: individual or group aptitude/ability tests, individual or group achievement tests, characteristics of intellectual giftedness teacher rating scales, parent questionnaires, grades, and examples of student academic work/awards. Referrals to the gifted program are reviewed and placements are determined in no longer than 45 calendar days.

The York County School Division *Student Handbook and Conduct Code*, distributed annually to Division employees and parents of students enrolled in the York County School Division, informs all stakeholders of the Division's gifted education program. In addition, this information can be found on the York County School Division's website.

**C. Identification Procedures (8VAC20-40-60A.3)**

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

**1. Multiple Criteria Listing (8 VAC 20-40-40D.3)**

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

General Intellectual Aptitude

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)  
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

Specify:

**2. Additional identification information for General Intellectual Aptitude**

The Division does not permit a single specific criterion to deny or guarantee access to gifted education services. Determination of a student's may be modified as individual student circumstances dictate, to include students for whom accurate identifications may be impacted because they are economically disadvantaged, have limited English

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proficiency, or have a disability. The Gifted Education Identification/Placement Committee makes eligibility decisions by consensus after careful review of all criteria recorded on the Eligibility Summary Profile. If a student is found ineligible, the decision can be appealed. Students may be referred again the following year.

At the middle school level, students with demonstrated achievement may participate in high school credit math and world language coursework. At the high school level, enrollment in Advanced Placement courses, the Governor's School for Science and Technology, the International Baccalaureate Programme, and dual enrollment classes is open to students based on demonstrated achievement.

### **D. Placement Procedures** (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

#### **1. Identification/Placement Committee** (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

- Classroom Teacher(s)
- Gifted Education Resource Teacher(s)  
Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator
- Other(s) Specify: Gifted Education School Contact

- b. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.

- School-level  Division-level

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### 2. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

#### General Intellectual Aptitude

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
<i>Teacher Observation Report</i>	<i>Current classroom teacher</i>	<i>Gifted Education Coordinator</i>	<i>Gifted Education Coordinator (GEC)</i>
<i>Parent Questionnaire</i>	<i>Parent</i>	<i>Gifted Education Coordinator</i>	<i>Gifted Education Coordinator (GEC)</i>
<i>Current Grades</i>	<i>Current Classroom teacher</i>	<i>Classroom teacher</i>	<i>GEC</i>
<i>OLSAT 8 Nationally normed ability and/or achievement tests</i>	<i>Designated Staff</i>	<i>Gifted Education Staff or scoring service</i>	<i>GEC</i>
<i>NNAT 2</i>	<i>Designated Staff</i>	<i>Gifted Education Staff</i>	<i>GEC</i>
<i>ITBS-E</i>	<i>Designated Staff</i>	<i>Gifted Education Staff</i>	<i>GEC</i>
<i>SAT 10</i>	<i>Classroom Teacher</i>	<i>Scoring Service</i>	<i>GEC</i>
<i>Student Products</i>	<i>Parents/guardians or teachers</i>	<i>NA</i>	<i>Referring Source</i>

Six times each year, for grades 1-12, and separately for kindergarten students, each school principal/designee solicits gifted education referrals based upon the screening process and obtains written permission from parents for additional assessments that may be required. The school principal/designee then submits these referrals to the Gifted Education Coordinator who arranges additional assessment of the referred students if necessary. School division staff administers standardized assessments and compiles the results of these norm-referenced evaluations. Standardized test results and other data, such as current school performance, grades, teacher observations, and parent questionnaire responses are compiled on the Eligibility Summary Profile for review by the Division Education Identification/Placement Committee. Identification/Placement Committee makes eligibility decisions by consensus after careful review of all criteria recorded on the Eligibility Summary Profile. If a student is found ineligible, the decision can be appealed. Students may be referred again the following year. Referrals to the gifted program are reviewed and placements are determined in no longer than 45 calendar days. Additionally, in accordance with § 22.1-360. Interstate Compact on Educational Opportunity for Military Children, the York County School Division will identify in an expedited manner any military children who have been served as gifted students in their sending school.

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### **Determination of Services (8VAC20-40-60A.3)**

This section describes the process of determining appropriate educational services for identified K-12 students.

#### General Intellectual Aptitude

The Gifted Education Identification/Placement Committee places eligible students in grades K-7 in the appropriate gifted education service option based on the student's grade assignment. In addition to the pull-out services described below, identified students in grades 1-5 are placed in cluster groups at the home schools. Eligible students in grades 8-12 are encouraged to select from the available advanced secondary program options listed below.

#### Kindergarten

Eight mini-seminar classes designed to provide enrichment in the areas of literature, history/social sciences, math, and science are conducted at the gifted education center.

#### Grades 1-2

Differentiated instruction through the Primary Enrichment Program (PEP) designed to provide enrichment and exploratory activities in the areas of history/social sciences and science is offered at the gifted education center.

#### Grades 3-5

Differentiated instruction through the EXTEND Program designed to provide enrichment and exploratory activities in all academic and related art areas is provided by means of a pull-out program conducted at the gifted education center.

#### Grades 6-7

Differentiated instruction through the EXTEND Program designed to provide enrichment and exploratory activities in the areas of history/social sciences and science is provided by a pull-out program conducted at each middle school.

#### Grades 8-12

Eligible students in eighth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The York County School Division Honors Program, Virtual Virginia online courses, the International Baccalaureate Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor's School, and New Horizons Governor's School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars, and enrichment activities are available to eligible students.

## **Part IV: Notification Procedures (8VAC20-40-60A.4)**

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

### General Intellectual Aptitude

#### Parent letter: Parent/Guardian Permission for Evaluation

A parent whose child has been recommended for assessment to determine eligibility for the gifted program is notified by a letter sent from the student's home school. A *Parent/Guardian Permission for Evaluation* form attached to the notification letter must be completed by the parent and returned to the school's principal/designee before the assessment process begins.

- Parent letter: Notification of Eligibility or Ineligibility

After the Gifted Education Identification/Placement Committee makes its eligibility determination by consensus, the Gifted Education Coordinator notifies the parent in writing of the eligibility decision and the standardized test results. If the student has met the criteria for gifted education services, a *Permission for Placement* form accompanies the letter to the parent. This permission must be signed and returned in order for the child to participate in the gifted education program. Gifted Education School Contacts (GESC) in each school share the Division's gifted education calendar/timelines with parents. If the student has been determined ineligible for gifted education services, the parent is informed in writing of the appeals procedure and timeline for re-referral.

- Parent notification of progress: Progress Reports

Parents of identified students who participate in the pull-out programs in grades 1-7 are sent quarterly progress reports from the gifted education teacher. Parents are informed that the placement of all identified students may be reviewed at any time, and students may be moved to 'inactive' or withdrawn status based on behavior and achievement in the home school classroom as well as in the gifted education program. Written parent permission is required for changes in instructional services (inactive placement as well as reentry into the program).

- Appeal Procedures

To initiate a review of and/or appeal the decision of the gifted education eligibility committee, parents or legal guardians must submit a written request to the school's principal within ten instructional days of receiving notification of the eligibility committee's decision. The principal and the school's gifted contact should provide an opportunity to meet with the

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parents to discuss the decision made. Parents are given an opportunity to share their concerns and ask additional questions.

After the meeting, and within the ten instructional days' deadline, if parents feel their concerns were unaddressed or unresolved, they may submit a written appeals request to the school principal detailing their concerns along with any new information they have gathered (further teacher input, work samples, and/or results of additional testing they have obtained). Parents may also seek private testing for their child from licensed psychologists or psychiatrists in order to obtain further evidence.

The principal forwards the parents' letter and additional information to the Gifted Education Coordinator within the ten instructional days' deadline. Receipt of the letter is acknowledged via written letter from the Gifted Education Coordinator. Parents are informed that they will receive a final placement decision by mail within 20 instructional days.

An appeals committee (the Gifted Education Coordinator, an administrator from a different school, and a central office liaison) meets to determine if information shared in the parents' letter and/or extenuating circumstances may have impacted the original decision. The appeals committee determines if further information is required to make an appropriate placement decision.

If the appeals committee determines the parents' input does not impact the placement decision, parents are notified by written letter that the original decision will be upheld.

If the appeals committee determines the parents' input impacts the placement decision, parent permission is obtained and additional evidence (further teacher feedback, classroom observation, and/or testing) will be gathered.

If the new evidence gathered for the appeals committee is supportive of placement, the original placement decision is overturned, and the student can begin participation in the program. Parents are notified of this decision by written letter.

If the new evidence gathered for the appeals committee is not supportive of placement, the original placement decision is upheld, and the student is not found eligible. Parents are notified of this decision by written letter.

If the student was found ineligible, he/she may be re-referred for consideration after a calendar year has passed.

All decisions made by the appeals committee are final.

## **Part V: Change in Instructional Services (8VAC20-40-60A.5)**

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

### General Intellectual Aptitude

#### Parent letter: Notification of Eligibility or Ineligibility

After the Gifted Education Identification/Placement Committee makes its eligibility determination by consensus, the Gifted Education Coordinator notifies the parent in writing of the eligibility decision and the standardized test results. If the student has met the criteria for gifted education services, a *Permission for Placement* form accompanies the letter to the parent. This permission must be signed and returned in order for the child to participate in the gifted education program. Gifted Education School Contacts (GESC) in each school share the Division's gifted education calendar/timelines with parents. If the student has been determined ineligible for gifted education services, the parent is informed in writing of the appeals procedure and timeline for re-referral.

#### Parent letter: Notification of Withdrawn or Inactive Status

Students in the PEP and EXTEND pull-out programs are expected to maintain satisfactory grades in their home schools and in the gifted education program. Parents are informed in the letter of acceptance that the progress of participating students is monitored quarterly. Parents may request that their child be withdrawn from the program at any time. If a change in a student's placement is contemplated by the gifted education teacher, a meeting with the parents and gifted education teacher (and classroom teacher if necessary) is held. The teacher will present documentation of the student's progress, and after discussion with parents, she will create a plan of action to help the student become more successful. Although rare, instructional staff may recommend that a student withdraw from the program if he/she is not performing commensurate with other gifted students and/or participation is negatively impacting or causing issues that inhibit the student's academic growth. If a plan of action is created, the situation will be reassessed at the end of the grading period to determine if re-entry or withdrawal from the program best meets the student's socio-emotional and/or academic needs. If students are withdrawn, it is for the remainder of the current academic year, and this change is confirmed by written letter to the parents. Students can re-enter the program the following year at their parents' request. Students in the York County School Division maintain their identified gifted status whether or not they participate in the pull-out program.

Students in the PEP and EXTEND programs may also be placed on "inactive" status. This indicates that the student is experiencing a temporary issue that is preventing or limiting

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his/her success (i.e. new classes at the base school, adjustment to a new grade level, extended illness, parents' deployment or separation), and that students will not participate for the rest of the current marking period. It is expected that students will re-enter the program at the beginning of the next marking period, and this change is confirmed by written letter to the parents.

### PEP to EXTEND Placement

All second grade PEP students are further evaluated for participation in the EXTEND program as the increased time spent in the pull-out program causes additional demands on the students. Parents of kindergarten, first, and second graders are notified of this in writing when they are placed. The students are given additional ability tests, evaluated on a rating scale indicating their demonstrated use of typical gifted characteristics, and achievement scores from the base schools are used when considering students' placement in EXTEND. Parents are notified of the test results and of the eligibility committee's decision in writing. Students who are withdrawn from PEP must have qualifying achievement and ability scores from the spring of the 2<sup>nd</sup> grade year or later to participate in the EXTEND program.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

**A. Service Options are Continuous and Sequential**

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.

General Intellectual Aptitude

YCS D provides options for identified students that are both continuous and sequential. In grades K-5, identified gifted students are grouped in clusters for instruction. In addition, they are served through a pull-out resource program where they are exposed to a curriculum that is differentiated in content, process, and product. Students in grades 6 and 7 have the option to take advanced coursework in math and English, as well as a world language. They are also served by a pull-out resource program. Eligible students in eighth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The York County School Division Honors Program, Virtual Virginia online courses, the International Baccalaureate Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor's School, and New Horizons Governor's School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars, and enrichment activities are available to eligible students.

**B. Service Options Provide Instructional Time with Age-level Peers**

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude

At the elementary, middle, and high school levels, students in the York County School Division are typically placed in classes with their age-level peers.

**C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude

At the elementary level, identified gifted students are cluster grouped with their intellectual peers at their base schools, and they are grouped with identified gifted students from other schools in the pull-out resource program. Students are grouped by ability levels through their course selections at the middle and high school levels, and students in grades 6 and 7 work with intellectual peers when they participate in the pull-out resource program for intellectually gifted students. At the high school level, students work with intellectual peers as they select options for study. Eligible students in eighth through twelfth grade are encouraged to select from the available advanced secondary program options which include: The York County School Division Honors Program, Virtual Virginia online courses, the International Baccalaureate Programme, Advanced Placement courses, the School of the Arts, Summer Residential Governor's School, and New Horizons Governor's School for Science and Technology. In addition, concurrent dual enrollment in cooperation with local colleges, seminars, and enrichment activities are available to eligible students. Instruction is accelerated and enriched as described in service options under Section E below.

**D. Service Options Provide Instructional Time to Work Independently**

This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.

General Intellectual Aptitude

Students in the York County School Division are afforded many opportunities to work independently throughout their courses. Classroom teachers and gifted resource teachers provide time for daily independent learning as they incorporate strategies related to the Rigor and Relevance Framework and as they strive to promote student engagement.

**E. Service Options Foster Intellectual and Academic Growth**

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude

The York County School Division is committed to engaging all students in rigorous educational experiences. By implementing models and strategies associated with the Rigor

and Relevance Framework, Antonetti's "Engagement Cube", and using protocols to examine student work, teachers are able to plan and execute lessons and units that promote 21<sup>st</sup> century learning skills. Furthermore, the gifted education resource teachers incorporate research skills and independent research activities, Socratic dialogue and questioning, problem-based learning, and advanced content in their interdisciplinary units of study.

**F. Procedures for Assessing Academic Growth in Gifted Students**

This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.

**General Intellectual Aptitude**

Instruction designed for gifted learners includes pre-assessments, formative assessments, and post-assessments. Teachers implement performance tasks, and checklists, and rubrics designed to measure students' growth and mastery of learning goals. In addition, students who participate in the PEP and EXTEND programs are assessed by their gifted education resource teachers on a quarterly basis. This information is shared with parents on a progress report that includes a checklist of behavior indicators and a portion for self-evaluation that is completed by the students. Students' projects are assessed through the use of rubrics designed to indicate their performance of both process skills and understanding of content. Students' growth is also assessed through the use of SOL testing, end of course grades and exams, as well as Advanced Placement and International Baccalaureate assessments.

**Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.

General Intellectual Aptitude

The mission of the PEP and EXTEND gifted pull-out programs is to foster an excitement and love of learning through exposure to a variety of topics that differ from those of their age-level peers while requiring students to think creatively, integrate information, and work cooperatively to solve real life problems. Students should feel valued in a learning environment which both challenges and supports them to pursue excellence and develop a passion for lifelong learning. The specific goals of the pull-out programs include:

Developing independent learning skills, critical thinking, problem solving, and decision making skills

Developing effective communication skills

Enhancing elementary and middle school basics using "real-life" learning by exposing students to a variety of topics to experience excitement and love of learning

The EXTEND Center's curriculum utilizes the Integrated Curriculum Model for Gifted Learners as created by Joyce VanTassel-Baska. Interdisciplinary units are comprised of three key features: overarching concepts, advanced content, and process/product style learning. Units expose students to a variety of topics that promote independent learning while incorporating 21<sup>st</sup> century learning skills of communication, collaboration, creative thinking, and critical thinking.

The York County School Division strives to engage all students in learning the skills and knowledge needed to make productive contributions in the world. One of the belief statements in the YCSD Strategic Plan states that student achievement and continuous student growth are the core priorities of our school division. Therefore, it is essential that

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gifted students in all grade levels are involved in lessons and activities that include one or more of the following: advanced content and pacing of instruction, original research or production, problem finding and solving, the generation of products, and a focus on issues, themes, and ideas within and across areas of study.

Instruction for gifted students is delivered by instructional personnel who are trained to meet the unique needs of these students. Gifted resource teachers who are assigned to the PEP and EXTEND Programs are required to hold an endorsement in gifted education on their teaching licenses. Other teachers of the gifted, such as elementary cluster teachers and teachers of advanced courses at the secondary level, participate in ongoing professional development opportunities as outlined in Part IX of the local plan.

**Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)**

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude

**File: IGBB PROGRAMS FOR GIFTED STUDENTS**

The County School Board of York County, Virginia shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program and provide services for an identified gifted student in the division's gifted education program.

The school division may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the School Board.

Appropriate instructional programs for identified gifted students in grades K-12 are provided. At the secondary level, Advanced Placement courses and other appropriate accelerated educational experiences are offered to eligible students.

ADOPTED: June 20, 1988

REVISED: April 18, 1994; April 19, 1999; November 24, 2003; November 27, 2007; December 16, 2013

LEGAL REFERENCE: Code of Virginia, 1950, as amended, Section 22.1-18.1, Section 22-1-253.13.1.D.6, 8 VAC 20-40-40, 8 VAC 20-40-55, and 8 VAC 20-40-60.

**File: IGBG ALTERNATIVE MEANS OF INSTRUCTION**

Students completing work in an alternative setting may earn credits towards a diploma with prior administrative approval. Courses taken for credit toward a diploma must be approved as a standard course in the Secondary Program of Studies according to all pertinent School Board policy.

Credit may be awarded based on achievement level of a student rather than on standard clock hours. Alternative credit is intended for exceptional circumstances, including but not limited to: alternative education programs, targeted remediation efforts, and homebound instruction. Alternative credit is not intended as a general replacement for the current clock hour standard.

**Instruction through Alternative Technological Means**

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, and approved by the School Board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The division superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

ADOPTED: June 20, 1988; February 22, 2000; November 27, 2007

REVISED: August 26, 2002; November 24, 2003, November 27, 2007; January 24, 2011; December 16, 2013

RESTATEMENT: April 18, 1994; April 19, 1999

LEGAL REFERENCE: Code of Virginia, 1950, as amended, §§ 253.13:1 (D) 7, 54.1-2952.2, 54.1-2957.02., 8 VAC 20-131-180.

**File: IGBI ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS**

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents shall also be notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

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ADOPTED: November 27, 2007; December 14, 1998

REVISED: April 19, 1999; November 24, 2003; November 23, 2004; November 27,  
2007; December 16, 2013

RESTATEMENT: January 24, 2011

LEGAL REFERENCE: Code of Virginia, 1950, as amended, Section 22.1 – 253.13:1 D.

**Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;
  - e. The evaluation of data collected from student records such as grades, honors, and awards;
  - f. The use of case study reports providing information concerning exceptional conditions; and
  - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
  - c. The development of learning environments that guide students to become self-directed, independent learners.

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5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:
  - a. The integration of multiple disciplines into an area of study;
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
  - c. The development of analytical, organizational, critical, and creative thinking skills;
  - d. The development of sophisticated products using varied modes of expression;
  - e. The evaluation of student learning through appropriate and specific criteria; and
  - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
  - b. Current local, state, and national issues and concerns.

In the York County School Division, teachers of the gifted at the EXTEND Center are required to hold a gifted endorsement on their teaching licenses. They participate in the Virginia Association of the Gifted's annual conferences and seminars as well as local training on a variety of issues related to gifted students. Other teachers of the gifted, such as teachers of a gifted cluster, middle and high school teachers of advanced classes, and AP or IB teachers participate in ongoing local training that addresses the teacher competencies outlined above, training to incorporate the Rigor and Relevance Framework, Antonetti's "Engagement Cube", and they are trained to examine student work using protocols as described in the York County School Division's professional learning framework. A comprehensive plan that outlines professional development required for the competencies, as well as a timeline of activities, can be found within the attached "2012-2017 Goals and Objectives" chart.

**Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The Gifted Education staff annually reviews its effectiveness and documents progress made toward the objectives and goals of the current five-year plan for gifted education. In addition, a parent survey is disseminated and results are compiled, which are used to assist with refining plans within the current goals and objectives. Data is gathered from referrals, identification, and participation for each school, and that information is also used to refine plans for improvement within the current goals and objectives. Finally, information is solicited from the Gifted Education School Contacts and administrators throughout the year to provide constructive feedback that will further enhance the gifted education program.

The local Gifted Education Advisory Committee also conducts an annual review of effectiveness of the gifted education program. The Committee independently examines parent survey results and data from referrals, placements, and participation in the pull-out program from each school. This information is used by the Committee to compose a written letter of review that is sent directly to the Superintendent and the School Board members.

**Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)**

Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program.

The local Gifted Education Advisory Committee is composed of 18 parents, each of whom represents an elementary, middle, or high school. The principals of each school, in conjunction with the Gifted Education Coordinator, select parent representatives to ensure that the ethnic and geographic composition of the county is reflected in the Advisory Committee. In addition, a community representative, who is not the parent of an identified gifted student, serves on the Committee. The Director of Instruction and the Gifted Education Coordinator are ex-officio members of the Committee. The Gifted Education Advisory Committee reviews the local gifted education plan and its implementation during the spring of each year, using data from an annual parent survey and data from gifted identification and participation rates at each school. Comments and recommendations of the Gifted Education Advisory Committee are submitted in writing directly to the School Board members and the Superintendent. The Committee meets 4 times each year, typically the third Tuesdays of October, January, March, and May. The Committee operates and conducts business according to its bylaws which were approved in May of 2010.

**Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)**

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;
- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

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Division Superintendent’s Signature                      Printed Name                      Date

## 2012-2017 Goals and Objectives

### Identification

Implement consistent identification and screening procedures for students in grades K-12

Objectives	Activities	Person/s Responsible	Dates	Expected results
Develop screening tool for K-12 teachers to use annually	Investigate and implement an informal screening tool for use at all grade levels	Gifted education staff	2012-2017	More students have access to gifted services and the percentage of under-represented gifted students increases
Review and update referral forms and procedures for grades K-7 to include research-based best practice standards	Edit and revise forms for clear and concise language-  Review and update procedures and timelines for referrals  Investigate the use of “monitor” or “wait and watch” lists for students who may be close to meeting placement criteria	Gifted education staff and School Board Office staff	2012-2013	Referral forms and process will reflect research-based best practice standards
Establish clear identification procedures for students in grades 8-12	Create criteria for placement, acquire assessment tools, and form a uniform process to solicit referrals for students in grades 8-12	Gifted education staff and School Board Office staff	2013-2017	A continuum of gifted services is provided to students in grades K-12

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Maintain accurate database of identified gifted students in grades K-12	Periodically update and review data to ensure its currency and accuracy	Gifted education staff	2012-2017	Records of students provide an accurate summary of gifted services provided
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**Delivery of Services**

Evaluate and increase services offered to gifted students in grades K-12 that reflects research-based best practice standards

<b>Objectives</b>	<b>Activities</b>	<b>Person/s Responsible</b>	<b>Dates</b>	<b>Expected results</b>
Evaluate and improve the use of cluster grouping for identified gifted students in grades K-12	Research and implement cluster groups as supported by best practice research  Create operational definition of what constitutes a “cluster”  Investigate the use of clustering identified students in middle and high school	Principals, School Board Office staff, and gifted education staff    School counselors	2012-2017	Gifted students receive strengthened and continuous services
Provide services for gifted students in grades 8-12	Research, investigate other localities’ use, and implement service option(s) for gifted students in grades 8-12 e.g. consultation, mentoring, seminars  Evaluate current middle school pull-out program and determine if need exists for program to expand and serve 8 <sup>th</sup> graders	SOA and IB coordinators, gifted education staff, general education teachers of 8-12 grade, and School Board Office staff	2013-2017	Gifted students in grades 8-12 receive instruction that better meets their needs

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<p>Explore and pilot the use of collaborative consultation for cluster groups of identified gifted students in grades K-7</p>	<p>Provide scheduled time for gifted education teachers as well as for teachers of clustered gifted students to work collaboratively to develop lessons and activities</p>	<p>Principals, gifted education teachers, teachers of clustered gifted students, School Board Office staff</p>	<p>2013-2017</p>	<p>Best practice strategies are continuously and sequentially implemented for gifted students</p>
<p>Implement activities that address the affective needs of gifted students</p>	<p>Monitor and counsel identified students in grades K-5</p> <p>Evaluate effectiveness of the “Thinking Caps” program for students in grades 6 – 7 and determine if it needs to be continued and/or revised</p> <p>Monitor and counsel identified students in grades 8 – 12</p>	<p>Elementary counselors</p> <p>Middle school counselors</p> <p>Middle / high school counselors</p>	<p>2012-2017</p>	<p>Affective needs of gifted students are addressed</p>

**Curriculum and Instruction**

Continue to develop K-12 curriculum that is differentiated for advanced learners and is commensurate with students’ demonstrated academic abilities

<b>Objectives</b>	<b>Activities</b>	<b>Person/s Responsible</b>	<b>Dates</b>	<b>Expected results</b>
Develop differentiated lessons and activities for gifted students in grades 8-12	Research best practice, curricula, and implement differentiated lessons	Gifted education staff, SOA and IB coordinators, general education teachers of grades 8-12, School Board Office staff	2013-2017	Gifted students in grades 8-12 receive instruction that better meets their needs
Update gifted education curriculum for K-7 pull-out resource program	Incorporate work from current research and theorists into gifted education units of study  Revise gifted education units to be more integrated with grade level curricula	Gifted education staff	2012-2014	Gifted education curricula reflects best practice and current study from the field and is more a part of the total school program
Create online repository for resources K-12 teachers can use to differentiate lessons and measure student growth	Design a shared common location to post lessons, activities, and ideas that assist with instruction that matches students’ abilities	Gifted education staff, SOA and IB coordinators	2012-2017	General education teachers have access to resources to help them differentiate for gifted students

**Professional Development**

Provide professional development opportunities on identifying gifted students and differentiating curriculum for gifted students

<b>Objectives</b>	<b>Activities</b>	<b>Person/s Responsible</b>	<b>Dates</b>	<b>Expected results</b>
Design and implement training related to gifted identification and differentiation for gifted students for general education teachers, especially for those who serve as teachers of clustered gifted students	Provide learning opportunities that encourage general education teachers and administrators to use differentiation strategies, identify gifted students accurately, and work more effectively with students from special populations who are identified as gifted	Gifted education staff, designated School Board Office staff and teachers	2012-2017	School staffs effectively employ differentiation strategies and submit accurate referrals
Design and implement training related to gifted identification for gifted contacts	Provide opportunities for training to ensure that current procedures are followed and accurate information is disseminated	Gifted education staff, designated School Board Office staff	2012-2017	School staffs, parents, and community members are well-informed of gifted education procedures

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Educate gifted education staff on current trends in the field	Provide additional opportunities for gifted education staff through attendance at professional conferences	Gifted education staff	2012-2017	Gifted education teachers incorporate and can model current practices in their instruction
Enhance the collegial nature between gifted and general education staffs	Provide on-going workshops for administrators and/or gifted contacts to increase their understanding of gifted education and gifted students' needs	School Board Office staff	2012-2017	Gifted education staff and school staffs work together effectively

**Equitable Representation of Students**

Evaluate identification process to ensure students who are referred in grades K-12 mirror the demographic composition of the school division; specifically students’ gender, ethnicity, and socio-economic status, as well as students who are twice-exceptional or who speak English as a second language

<b>Objectives</b>	<b>Activities</b>	<b>Person/s Responsible</b>	<b>Dates</b>	<b>Expected results</b>
Examine subgroup data to determine specific needs related to equitable placement of all students	Analyze gifted referral and placement data for trends and concerns	Gifted education staff and designated School Board Office staff	2012-2013	Identified gifted students reflect demographic composition of the school division
Increase recruitment and placement of under-represented populations	Determine specific sub-groups that demonstrate a need for an increase in referral/placements  Work with gifted contacts to increase awareness of the unique needs of under-represented populations	Gifted education staff and designated School Board Office staff	2012-2017	Identified gifted students reflect demographic composition of the school division

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Consider alternative assessment tools, procedures, and/or methods to increase equitable representation from a variety of backgrounds	Investigate assessment tools used by other localities, explore their use and “fit” with established identification/referral procedures	Gifted education staff and designated School Board Office staff	2013-2017	Identified gifted students reflect demographic composition of the school division
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**Parent and Community Involvement**

Increase parental awareness of the needs of gifted students and involve the community in providing opportunities to help meet those needs

<b>Objectives</b>	<b>Activities</b>	<b>Person/s Responsible</b>	<b>Dates</b>	<b>Expected results</b>
Use available resources to communicate to parents and community regarding opportunities available to gifted students	Implement the use of the Division’s electronic media to disseminate information	Gifted education staff and YCSD Community and Public Relations Dept.	2012-2017	Communication of gifted education opportunities increases
Partner with local colleges and universities to develop relationships for mentoring and shared resources	Develop network of experts to mentor and work with gifted students	Gifted education staff, SOA and IB coordinators, middle school and high school counseling directors, and local university staffs	2012-2017	Gifted students benefit from relationships with mentors and experts in fields of interest
Establish ways to make GEAC a more active part of the gifted education program	Examine other local advisory groups for ideas and examples for incorporating (i.e. visits to gifted education classes)	GEAC members	2012-2017	Advisory committee better advocates for the needs of the gifted and their families

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	Provide additional learning opportunities for parents regarding topics pertinent to their gifted children	Gifted education staff and GEAC members	Parents attend forums and meetings designed to enrich their understanding of topics pertinent to their gifted children
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